*"....Computers are not rescuing the school from a weak curriculum, any more than putting pianos in every classroom would rescue a flawed music program. Wonderful learning can occur without computers or even paper. But once the teachers and children are enfranchised as explorers, computers, like pianos, can serve as powerful amplifiers, extending the reach and depth of the learners."*

[*Alan Kay*](http://www.viewpointsresearch.org/html/people/founders.htm)

**Technology as a tool of engagement**

Host school Eastwood – we have access to wireless internet access as well as 60 laptop computers and 20 desktop computers in the lab if necessary.

Proposal – Our group would be examining ways that computers and other technology devices can enhance student engagement. The goal of the sessions would be to provide interested staff members the opportunity to gain a better understanding of technologies and services that are available. The group focus would be how we can use technologies to support teaching and learning as opposed to technology itself. Going beyond the “After they finish their work, I let my students play an educational game”

*Sessions would be designed to work towards Objective 3 of “Tiers of Technology Integration into the Classroom” – increased engagement, using technology in individual and collaborative learning activities, as follows:*

*http://www.k12.wa.us/EdTech/TechIntTiers.aspx*

1. *Students create and use online resources to facilitate inquiry Ex. Students create a simple story board using graphics or incorporate audio, edit or change a movie, create a photostory, etc.*

*Ex. Teachers use Discovery Learning (United Streaming) to personalize instruction.*

*Students engage in inquiry projects driven by essential questions - Sample of Inquiry Driven Question – Take It Global Project*

1. *Students direct/organize own learning through tools such as RSS feeds, bookmark savers, One note, etc..*
2. *Students research, analyze data and problem solve in a global context – Students engage in project with other classes, province, or country using technology.*

*(Teachers examine projects on the Edmonton Share Site)*

*Alberta Assessment Consortium*

1. *Modelling and Simulations – ex. Smart Software, Learn Alberta*
2. *Compose, develop and publish projects – ex. Smart software*

*Peer editing using electronic means, students publish online.*

1. *Students invent products through programming or production. – sample of a movie.*

*Ex. Students make an advertisement (visual poster or in video format)to encourage others to give to their cause.*

1. *Students use technology to evaluate their own work, including comparing it with exemplars.*
2. *Students use tech. to Initiate communication with other students, experts, leaders, parents or teachers to meet learning goals.*

*Ex. Taking it Global and www.yele.org*

*Wikispaces, blogs, etherpad, sharing bookmarks, RSS feeds.*

*9.. Assistive technology – reading, writing, social skills, social*

*10. Teacher Tools for organizing, presentation, managing, saving, sharing.*

*Tumblebooks, Readplease, Language Reader.*

Sessions could also look at one subject area per session – How do I use technology in Math, Science, Social Studies , Language Arts, Health, Music.

Theory / Book study “Grown up Digital” – by Don Tappscott

Poised to transform every social institution, the Net Generation is reshaping the form and functions of school, work, and even democracy. Simply put, the wave of youth, aged 12-30, the first truly global generation, is impacting all institutions. Particularly, employers, instructors, parents, marketers and political leaders are finding it necessary to adapt to the changing social fabric due to this generation’s unique characteristics. Within its comprehensive examination of the Net Generation, and based on a 4.5 million dollar study, Don Tapscott’s ***Grown Up Digital*** offers valuable insight and concrete takeaways for leaders across all social institutions.

***Grown Up Digital*** explores:

How the Net Generation can be the most innovative, collaborative, and productive cohort, if given the proper working environment. From company ethic to leadership style, ***Grown Up Digital*** examines, in-depth, what this new organization will look like.

The benefits of a shift from a traditional, broadcast model of education to one that is customized, collaborative and interactive

How the Net Generation’s ability to scrutinize and investigate is forcing a new model of democracy that will have to be transparent, collaborative and engaging

**How parents, teachers, and elder influencers can engage in open and informative discussions to ensure technology is properly used**

How marketers no longer control their brands and how to cope with this power shift that affords the advantage to the consumer

Source: <http://www.grownupdigital.com/index.php/about/>

Possible Requirements would be:

* Consultant for at least 2 sessions.
* Purchase of “Grown Up Digital” if participants would like to take that route
* Classroom walk through – Eastwood, using the laptops in a one to one classroom.